

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Indian Bend Elementary School

Paradise Valley Unified District
3633 E. Thunderbird Road, Phoenix, AZ 85032-5799

<input type="checkbox"/>	Excelling
<input checked="" type="checkbox"/>	Improving
<input type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Principal: Mr. Jeff Smith

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: libel@IndianBend.PVUSD.k12.az.us

Grades: Pre-K-6

2002 Enrollment: 847

Phone: (602) 493-6140

Fax: (602) 493-6146

▼ School Overview ▼

Mission

We are dedicated to the concept that we are partners with your family and the community in the success of your children. Our theme is You are the neighbor in our neighborhood school. We feel that this embodies the essence of the neighborhood school concept. If we can all work together as partners in the success of your children, then we can continue to provide the very best educational opportunities possible so that all of our children may become productive citizens in our community.

Organization and Philosophy

- w Resource
- w Traditional
- w Team Teaching
- w Back-to-Basics

School/Academic Goals

- w Using the collaborative process and the aligned curriculum, Indian Bend will develop a plan that will raise student achievement in reading, mathematics and language arts.
- w Using the Spalding Method, all students learn to read, write and spell fluently using a phonetic approach to instruction.
- w All staff members have received 15 hours of training in strategies to help effectively teach students who have limited English speaking skills.
- w Staff will collaborate to improve all students' skills in the area of technology. All 4th-6th grade classrooms will utilize PowerPoint as an instructional tool. Students in grades 4-6 will prepare and present a PowerPoint presentation.

Instructional Programs

- w Title I & ESL Full-day Kindergarten
- w Gifted
- w On-site Special Education
- w Make My Day Citizenship Program
- w Structured English Immersion
- w Title I Summer School
- w Title I Preschool
- w Title I Math and Reading

Enrollment

October 1, 2001 School Year Student Enrollment:	870
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	No
Number of Students Attending Under Open Enrollment in 2001-02:	12

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

w Curriculum Development
 w School Safety Issues
 w Parent/Educator Relations
 w Extracurricular Activities
 w Student Discipline
 w Promotion/Retention Issues

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	54.00
Other Professional Staff	4.00	Teacher Aide	10.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	0
4 to 6 years	1	4	0	0
7 to 9 years	2	2	0	0
10 or more years	7	25	3	0

▽ Shared Responsibilities ▽

School

We have high academic expectations and we have confidence that all students can and will put forth their best effort. Children are expected to learn to read, write and do basic arithmetic to the best of their ability. All of our discipline is centered around the fundamental rule 'No one has the right to interfere with the learning and safety of another student.' We use the Make My Day Citizenship Program so that students will learn that they are responsible for their behavior.

Parents

We have the distinguished reputation of being one of the leading elementary schools in our state. We have received this reputation due to the hard work and diligence of our professional staff and outstanding support from the dedicated parents of our community. Our expectation of students is that they put forth their best effort. Our expectation of parents is that they support our programs and help their children to grow both academically and emotionally.

▽ Transportation Policy ▽

All students at Indian Bend live within walking distance (one mile) of the school. Some Kindergarten students receive bus service if they live more than one-half mile from campus. Some Kindergarten through sixth grade students receive bus service because they live west of the Squaw Peak Parkway.

▼ Calendar Information ▼

Number of Instruction Days: 180 **First Day of School:** 8/19/02
Average Daily Instruction Time: 6 hrs. 0 min. **Last Day of School:** 5/30/03
Operates on Traditional Schedule

Report Card Release Dates

10/24/02

1/9/03

3/20/03

5/30/03

Additional Calendar/Report Card Information

▼ Resources Available at School Site ▼

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes

Lunch - Yes

Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab

W Telecommunications

W Math Lab

W Title I Services

Extracurricular Activities

W Student Council

W Strings

W GLOBE Science Club

W Homework Club

W Band

W Chorus

W Mariachi Band

W Wake-Up Club

School/Community Resources

W Counseling & Parenting Programs

W Breakfast Program

W Phoenix Parks & Rec Afterschool Program

W Title I Summer School

W Lunch Program

W On-site Day Care

W Title I Math/Reading

W Recreational Activities

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|--|
| <p>W Indian Bend has a National Board Certified Teacher on staff.</p> | <p>W Three teachers have been President of Greater Paradise Valley Reading Council for a total of six years, two teachers have been Vice- President, and one teacher has served as Secretary. One teacher is Vice-President for 2002-03 school year.</p> |
| <p>W Strings teacher conducted the Arizona All State Elementary Orchestra Festival 2000. Our Music teacher has a Certificate of Advanced Graduate Studies. Our School Psychologist is Nationally Certified. One teacher is a Registered Art Therapist.</p> | <p>W Two teachers are Six Trait Trainers. Several teachers have State ESL Endorsement. One teacher is a member of the District Math Standards Committee.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	95.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	0.3 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.0 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	2.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
A+ School Top 10	1985
A+ School Top 10	1986
A+ School Top 10	1987
A+ School #1	1988

▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	93	541	0%	12%	45%	43%
	State	58840	524	9%	17%	45%	29%
Writing	School	93	556	1%	9%	71%	19%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	94	536	0%	20%	33%	47%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	102	506	12%	17%	62%	10%
	State	61305	505	21%	20%	43%	15%
Writing	School	99	521	6%	25%	56%	13%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	99	512	5%	28%	29%	37%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	94	70	60	--	--	--
2	Reading	--	--	--	100	61	50	97	65	52	87	63	53	80	54	57
	Language	--	--	--	100	48	40	100	50	43	90	45	44	83	39	48
	Mathematics	--	--	--	100	61	51	100	73	55	93	59	57	81	59	61
3	Reading	100	61	47	100	61	47	92	56	48	90	63	50	80	59	50
	Language	100	64	49	100	66	51	98	66	54	90	68	56	81	67	57
	Mathematics	100	65	46	100	69	49	98	71	52	94	70	54	78	67	56
4	Reading	100	65	53	100	65	54	96	66	54	93	61	55	85	68	55
	Language	99	56	47	100	58	49	99	58	48	91	58	50	84	61	50
	Mathematics	100	59	51	100	63	54	93	68	55	98	67	57	83	71	58
5	Reading	99	67	51	100	67	51	97	63	51	80	63	51	78	61	53
	Language	99	61	42	100	53	44	95	60	45	83	55	45	76	54	47
	Mathematics	100	69	51	100	61	54	96	64	55	83	69	57	75	69	59
6	Reading	100	70	53	100	65	54	97	71	53	74	60	54	77	66	56
	Language	100	63	41	100	56	44	99	56	44	72	57	45	82	58	47
	Mathematics	100	73	57	100	70	59	99	73	60	73	68	63	79	75	65

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	49	68
Grades 3-4	79	68
Grades 4-5	70	70
Grades 5-6	75	90
Grades 6-7	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Evacuation and fire drills are conducted on a monthly basis as required by law. All classroom doors are locked to the outside of the building and personnel wear an identification name tag at all times. Indian Bend also has a crisis team consisting of key personnel who may provide direction and support in the event of a major traumatic situation. All of our students are provided with Bullies & Victims training.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,810	\$2,326,521
Classroom Supplies	\$19	\$16,116
Administration	\$300	\$248,014
Support Services-Students	\$118	\$97,721
Other Support Services and Operations	\$598	\$494,761
Total Expenditures- All Categories 2000-2001	\$3,845	\$3,183,133

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Jeff Smith	(602) 493-6140	
Transportation Policy	Jeffrey Cook	(602) 493-6320	
Community Resources	Karen Hearn	(602) 867-5110	
School Nutrition Programs	Kathy Glindmeier	(602) 493-6330	
Parent Organization	Parent Teacher Association	(602) 493-6140	
Student Health/Nurse	Beverly Hawley	(602) 493-6143	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."